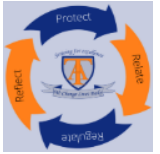


Year 7: Art and Design					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Baseline Assessment-observational drawing Any other assessments</p> <p>Topic: Identity</p> <p>Aims and Objectives: To break down key words from art into their syllables. To explore key words and identify their prefix, root and suffix To present information about ourselves using methods such as mind mapping and mood boards To present information about ourselves using methods such as mind mapping and mood boards To develop skills in observation and be able to follow step-by-step instructions To develop confidence when experimenting with other media</p>	<p>Sketchbook review linked to mastery statements</p> <p>Topic: Identity</p> <p>Aims and Objectives: To recognise and be able to explain the proportions of the face and where features are placed. To build on prior learning about the face facts, using the knowledge to create a self-portrait To build skills around how to research and what types of presentation techniques can be used Being able to look in depth at a piece of artwork could help to inspire how we create our own work Adding to knowledge on the face facts, being able to communicate the correct body proportions will aid the work done in the future. Present a final piece based around identity that links to the work of Antony Gormley</p>	<p>Observational drawing progress assessment Any other assessments</p> <p>Topic: Abstract Portraits</p> <p>Aims and Objectives: To analyse the key words relating to our topic of study this term. To <i>retrieve</i> prior knowledge of tonal shading and apply this to an observational task. To introduce learners' cubism and apply a basic understanding of the characteristics to my own work. Discuss abstract art, starting the manufacture of our abstract portraits. To introduce learners to acrylic painting techniques, including how to mix different tints, shade and tone. To apply mixed media to my portrait. To apply mixed media to my portrait.</p>	<p>Observational drawing progress assessment</p> <p>Topic: Fashion Design</p> <p>Aims and Objectives: To retrieve observational skills which will be applied throughout design project. (Time based assessment) To break down key words from art into their syllables. To explore key words and identify their prefix, root and suffix To explore creative careers and apply branding techniques to my own logo. To explore creative careers and apply branding techniques to my own logo. <i>To create my own collection of men's or womenswear, inspired by my own interests and supported by my mood board.</i> <i>To understand why my client is so important.</i> <i>To create my own client profile for my brand.</i></p>	<p>Observational drawing progress assessment Any other assessments</p> <p>Topic: Ancient Egypt</p> <p>Aims and Objectives: To retrieve observational skills which will be applied throughout project. (Time based assessment) To break down key words from art into their syllables. To explore key words and identify their prefix, root and suffix To collect facts from history clip to use in the presentation about Ancient Egypt and to expand upon my research using digital skills To present all research using digital skills. To Create my own batik Queen Nefetari portrait using mixed media techniques. To <i>create</i> a secret message to apply behind</p>	<p>Sketchbook review linked to mastery statements</p> <p>Topic: Ancient Egypt</p> <p>Aims and Objectives: To retrieve observational skills which will be applied throughout project. (Time based assessment) To retrieve information using digital skills to inform my next practical task. . To design a creative Egyptian front cover to house my artwork. To Create a detailed cartouche design for use in my practical lesson. To transfer my cartouche design for use in my practical lesson. To transfer my design to fabric and apply Batik techniques</p>



Art and Design
Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

			To create my own collection of men's or womenswear, inspired by my own interests and supported by my mood board.	Queen Nefetari using Egyptian Hieroglyphics. <i>To understand the meaning behind colour theory in Egyptian art and apply this to my own work.</i>	
Text/ Key Words: Mind map Identity Mood board Composition Recycled Formal Elements Portrait Texture Media Analysis	Text/ Key Words: Mind map Identity Mood board Composition Recycled Formal Elements Portrait Texture Media Analysis	Text/ Key Words: Scale Outline Detail Abstract Develop Refine Tonal Media Cubism Create	Text/ Key Words: Scale Outline Detail Illustration Fashion Trend Technique Presentation Develop Refine	Texts/ Key Words: Detailed Nature Battles Heroic Scale Accuracy Outline Colour technique Sewing	Text/ Key Words: Detailed Nature Battles Heroic Scale Accuracy Outline Colour technique Sewing
Reading: Reading teacher and peer feedback Reading instructions for tasks including step by step processes	Reading: Reading teacher and peer feedback Reading instructions for tasks including step by step processes	Reading: Reading teacher and peer feedback Reading instructions for tasks including step by step processes	Reading: Reading teacher and peer feedback Reading instructions for tasks including step by step processes	Reading: Reading teacher and peer feedback Reading instructions for tasks including step by step processes	Reading: Reading teacher and peer feedback Reading instructions for tasks including step by step processes
Writing:	Writing:	Writing:	Writing:	Writing:	Writing:



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

Exploration of theme through mind mapping and analysis tasks	Exploration of theme through mind mapping and analysis tasks	Exploration of theme through mind mapping and analysis tasks	Exploration of theme through mind mapping and analysis tasks	Exploration of theme through mind mapping and analysis tasks	Exploration of theme through mind mapping and analysis tasks
Literacy: Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Literacy: Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Literacy: Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Literacy: Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Literacy: Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Literacy: Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.
SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.
Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps
Real World Links / Careers:	Real World Links / Careers:	Real World Links / Careers:	Real World Links / Careers:	Real World / Careers:	Real World Links / Careers:



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>Interior decorator, Fine Artist, teacher, TV or film producer</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p>	<p>Interior decorator, Fine Artist, teacher, TV or film producer</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p>	<p>Interior decorator, Fine Artist, Textiles Designer, Artist, Teacher, TISP</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p>	<p>Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p>	<p>Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p>	<p>Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p>
--	--	--	---	---	---



Art and Design
Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>
---	---	---	--	--	--

Year 8:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Baseline Assessment-observational drawing Any other assessments</p> <p>Topic: Formal Elements</p> <p>Aims and Objectives: To break down key words from art into their syllables.</p> <p>To explore key words and identify their prefix, root and suffix Recognise how important "line" is in art and how it builds up a lot of what we do Recognise the different types of line and how to use expressive lines with more control Build a knowledge base of artists Create art in the style of existing artists To be able to add depth to a piece of work</p>	<p>Sketchbook review linked to mastery statements</p> <p>Topic: Formal Elements</p> <p>Aims and Objectives: To be able to add depth to a piece of work Experiment with charcoal and chalk to present tonal values on a larger scale Identify primary, secondary and tertiary colours. Be able to mix own colours Recognise the difference between warm and cool colours Shape is heavily used when planning and constructing art Be able to develop forms from shapes Communicate distance realistically Communicate distance realistically with a greater level of challenge Being able to draw texture helps to make things look realistic</p>	<p>Observational drawing progress assessment Any other assessments</p> <p>Topic: Pop Art</p> <p>Aims and Objectives: To analyse the key words relating to our topic of study this term. To explore new project theme and create a informative document detailing thoughts. To explore Pop Art. To explore artists in relation to topic. To analyse a piece of artist work using a writing frame To explore crating to produce accurate observational drawings To refine my outcome by using review techniques and selected media.</p>	<p>Observational drawing progress assessment</p> <p>Topic: Pop Art</p> <p>Aims and Objectives: To independently create an observational drawing of selected item and develop using suitable media. Draw objects from observation using line and accurately place them in the correct proportion Use digital editing software to make a can into a Pop Art can Explore different ways to control materials to help improve how I communicate my ideas To extend learning opportunities with a variety of printing experiments. Create Pop Art versions of different food/drinks items Explore how a piece of Pop Art could be infected with a personal focus</p>	<p>Observational drawing progress assessment Any other assessments</p> <p>Topic: Entomology</p> <p>Aims and Objectives: Be able to create a pencil drawing from a secondary resource Know what information to include on a mood board Be able to reuse the step-by-step drawing method Be able to use the reflection drawing method Use a range of media to create a range of patterns inspired by insects Accurately place parts of a drawing using a grid</p>	<p>Sketchbook review linked to mastery statements</p> <p>Topic: Entomology</p> <p>Aims and Objectives: Create insects using different media Present artist research that includes images, information and opinions Create exciting, different and original ideas Make a final piece that looks as I intended</p>



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.	Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.
SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.	SLC / Oracy: Reading aloud artists information/ processes / questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.
Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps	Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps
Real World Links / Careers: Interior decorator, Fine Artist, teacher, TV or film producer	Real World Links / Careers: Interior decorator, Fine Artist, teacher, TV or film producer	Real World Links / Careers: Interior decorator, Fine Artist, Textiles Designer, Artist, Teacher, TLSP	Real World Links / Careers: Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail	Real World / Careers: Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail	Real World Links / Careers: Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail



Art and Design Trinity Academy New Bridge

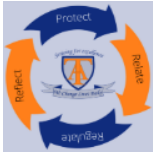


Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p>	<p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p>	<p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p>	<p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p>	<p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p>	<p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p>
---	---	---	---	---	---



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>
---	---	---	---	---	---



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

Year 9:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Baseline Assessment-observational drawing Any other assessments</p> <p>Topic: Birds and issues</p> <p>Aims and Objectives: Explore artists and learn about their work. Explore contemporary issues which affect young people today. Creation of mood boards exploring themes. Independent visual research around theme. Independent generation of ideas and planning in preparation of sculpture.</p>	<p>Sketchbook review linked to mastery statements</p> <p>Topic: Birds and issues</p> <p>Aims and Objectives: Design communication and detailed annotation. Manufacture of sculpture via teamwork. Mixed media application and exploration of further suggested artists.</p>	<p>Observational drawing progress assessment Any other assessments</p> <p>Topic: Characters</p> <p>Aims and Objectives: Explore artist and learn about key features Create and develop an artists research pages Understand the skills and techniques used by time burton to draw characters To create copies of Time Burton characters Successfully apply his drawing techniques To develop skills in illustrations like Tim Burton Applying sketching and drawing just like the artists</p>	<p>Observational drawing progress assessment</p> <p>Topic: Characters</p> <p>Aims and Objectives: Apply observational skills in the style of Tim Burton To design and create own characters in the style of Tim Burton To create a final design outcome of a character portrait in the style of Tim Burton To generate understanding of Tim Burton's fantasy backdrops in his stories/ movies and animations Design of a Burtonesque tree To explore sculpture and create a small Tim Burton inspired sculpture</p>	<p>Observational drawing progress assessment Any other assessments</p> <p>Topic: Exam Style Project</p> <p>Aims and Objectives: Explore the starting points set out by teacher. Record from observation using primary and secondary resources. Drawing from a primary source Drawing from secondary sources Developing ideas through contextual Links Experiment and develop Re-inform artwork with new drawings/photographs/collected objects.</p>	<p>Sketchbook review linked to mastery statements</p> <p>Topic: Exam Style Project</p> <p>Aims and Objectives: Further developing ideas through contextual Links Experiment and develop Further developing artwork and ideas through contextual Links Re-inform artwork with new drawings/photographs/collected objects Experiment and develop Further developing artwork, ideas through contextual Links Refine and develop Final idea Development</p>
<p>Text/ Key Words: Scale Proportion Refine Analysis Media Presentation</p>	<p>Text/ Key Words: Scale Proportion Refine Analysis Media Presentation</p>	<p>Text/ Key Words: Scale Proportion Structure Characteristics Annotation Illustration</p>	<p>Text/ Key Words: Scale Proportion Structure Characteristics Annotation Illustration</p>	<p>Texts/ Key Words: Develop Refine Record Annotate Response Presentation</p>	<p>Text/ Key Words: Develop Refine Record Annotate Response Presentation</p>



Art and Design Trinity Academy New Bridge

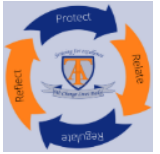


Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.</p>	<p>questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.</p>	<p>questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.</p>	<p>questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.</p>	<p>questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.</p>	<p>questions. Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas. Think, Pair, Share.</p>
<p>Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps</p>	<p>Assessment: Formative: Questioning, Summative: Review of project work against mastery steps</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, Feedback, Summative: Review of project work against mastery steps</p>
<p>Real World Links / Careers: Interior decorator, Fine Artist, teacher, TV or film producer</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.</p>	<p>Real World Links / Careers: Interior decorator, Fine Artist, teacher, TV or film producer</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.</p>	<p>Real World Links / Careers: Interior decorator, Fine Artist, Textiles Designer, Artist, Teacher, TLSP</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.</p>	<p>Real World Links / Careers: Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of</p>	<p>Real World / Careers: Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of</p>	<p>Real World Links / Careers: Fashion Designer, Illustrator, Textile Designer, Costume Designer, Teacher, Customer Services, Retail</p> <p>British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of</p>



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p>	<p>Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p>	<p>Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p>	<p>others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p>	<p>others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p>	<p>others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p>
--	--	--	--	--	--



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

understanding and appreciation of the wide range of cultural influences willingness to participate in and respond positively to artistic opportunities	understanding and appreciation of the wide range of cultural influences willingness to participate in and respond positively to artistic opportunities	understanding and appreciation of the wide range of cultural influences willingness to participate in and respond positively to artistic opportunities	Cultural understanding and appreciation of the wide range of cultural influences willingness to participate in and respond positively to artistic opportunities	Cultural understanding and appreciation of the wide range of cultural influences willingness to participate in and respond positively to artistic opportunities	Cultural understanding and appreciation of the wide range of cultural influences willingness to participate in and respond positively to artistic opportunities
---	---	---	---	---	---



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future



Year 10: Mini project and self-directed study					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Mini project</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Mini project</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Mini project/ Self-directed project</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Self-directed project</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Self-directed project</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Self-directed project</p>
<p>Reading: Analysis of artist research Skills boosting techniques step by steps Assessment criteria</p>	<p>Reading: Analysis of artist research Skills boosting techniques step by steps Assessment criteria</p>	<p>Reading: Analysis of artist research Skills boosting techniques step by steps Assessment criteria</p>	<p>Reading: Analysis of artist research Skills boosting techniques step by steps Assessment criteria</p>	<p>Reading: Analysis of artist research Skills boosting techniques step by steps Assessment criteria</p>	<p>Reading: Analysis of artist research Skills boosting techniques step by steps Assessment criteria</p>
<p>Aims and Objectives: Introduction to project with the creation of the mind map and mood board Artist's investigation and sample development Cultural awareness and art appreciation Review of progress and self-assessment using the Art</p>	<p>Aims and Objectives: Artist's investigation and sample development Cultural awareness and art appreciation Review of progress and self-assessment using the Art and Design Assessment objectives Annotation workshops with reference to inference</p>	<p>Aims and Objectives: Introduction to project with the creation of the mind map and mood board for agreed upon theme with teacher Artist's investigation and sample development Cultural awareness and art appreciation</p>	<p>Aims and Objectives: Further exploration of artists and designers relevant to theme Development and refinement of work independently Design and consideration of final pieces with a discussion with teacher about final direction</p>	<p>Aims and Objectives: Experimentation of areas of final piece and review of practice Refinement of artist exploration and experimentation</p>	<p>Aims and Objectives: Manufacture of final piece and documentation of process Presentation of folders in preparation for assessment Final annotations added to areas Evaluation of project Presentation of final project and outcome</p>



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>Assessment: Formative: Questioning Retrieval practice Summative: Review of folder assessed against the four assessment objectives</p>	<p>Assessment: Formative: Questioning Retrieval practice Summative: Review of folder assessed against the four assessment objectives</p>	<p>Assessment: Formative: Questioning Retrieval practice Summative: Review of folder assessed against the four assessment objectives</p>	<p>Assessment: Formative: Questioning Retrieval practice Summative: Review of folder assessed against the four assessment objectives</p>	<p>Assessment: Formative: Questioning Retrieval practice Summative: Review of folder assessed against the four assessment objectives</p>	<p>Assessment: Formative: Questioning Retrieval practice Summative: Review of folder assessed against the four assessment objectives</p>
<p>Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual ability to be reflective about their own belief's knowledge of, and respect for, different</p>	<p>Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual ability to be reflective about their own belief's knowledge of, and respect for, different</p>	<p>Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual ability to be reflective about their own belief's knowledge of, and respect for, different</p>	<p>Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual ability to be reflective about their own belief's knowledge of, and respect for, different</p>	<p>Real World / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual ability to be reflective about their own belief's knowledge of, and respect for, different</p>	<p>Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles SMSC- Spiritual ability to be reflective about their own belief's knowledge of, and respect for, different</p>



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>people’s faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>people’s faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>people’s faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>people’s faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>people’s faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>people’s faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>
--	--	--	--	--	--



Year 11: Self-directed study and Exam					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Finalisation of project 1 and 2</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: Finalisation of project 1 and 2</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: ESA .</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders</p> <p>Topic: ESA</p>	<p>Learners assessed via the four assessment objectives AO1, AO2, AO3 and AO4 through review of folders-grades then submitted via centre services on AQA</p> <p>Topic: ESA</p>	<p>E</p> <p>X</p> <p>A</p> <p>M</p> <p>P</p> <p>E</p> <p>R</p> <p>I</p> <p>O</p> <p>D</p>
<p>Reading: Assessment criteria Artist's analysis crib sheets Artists information Step by step guides Health and safety procedures</p>	<p>Reading: Assessment criteria Artist's analysis crib sheets Artists information Step by step guides Health and safety procedures</p>	<p>Reading: Assessment criteria Artist's analysis crib sheets Artists information Step by step guides Health and safety procedures ESA paper</p>	<p>Reading: Assessment criteria Artist's analysis crib sheets Artists information Step by step guides Health and safety procedures ESA Paper</p>	<p>Reading: Assessment criteria Artist's analysis crib sheets Artists information Step by step guides Health and safety procedures ESA Paper</p>	
<p>Aims and Objectives: Artist's investigation and sample development Cultural awareness and art appreciation Review of progress and self-assessment using the Art and Design Assessment objectives</p>	<p>Aims and Objectives: Artist's investigation and sample development Cultural awareness and art appreciation Review of progress and self-assessment using the Art and Design Assessment objectives</p>	<p>Aims and Objectives: Introduction to ESA project with the creation of the mind map and mood board and theme exploration from exam paper Artist's investigation and sample development Cultural awareness and art appreciation</p>	<p>Aims and Objectives: Artist's investigation and sample development Cultural awareness and art appreciation Review of progress and self-assessment using the Art and Design Assessment objectives</p>	<p>Aims and Objectives: Annotation workshops with reference to inference and deduction, analysis and summarising. Final ideas generation and exploration Final idea manufacture and prestatation of portfolio in</p>	



Art and Design Trinity Academy New Bridge

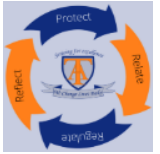


Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>Annotation workshops with reference to inference and deduction, analysis and summarising.</p>	<p>Annotation workshops with reference to inference and deduction, analysis and summarising. Final ideas generation and exploration Final idea manufacture and prestation of portfolio</p>	<p>Review of progress and self-assessment using the Art and Design Assessment objectives Annotation workshops with reference to inference and deduction, analysis and summarising.</p>	<p>Annotation workshops with reference to inference and deduction, analysis and summarising. Final ideas generation and exploration Final idea manufacture and prestation of portfolio in ESA dedicated assessment time.</p>	<p>ESA dedicated assessment time.</p>	
<p>Writing: Annotation and analysis of sources</p>	<p>Writing: Annotation and analysis of sources</p>	<p>Writing: Annotation and analysis of sources</p>	<p>Writing: Annotation and analysis of sources</p>	<p>Writing: Annotation and analysis of sources</p>	
<p>Literacy: Assessment objectives Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.</p>	<p>Literacy: Assessment objectives Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.</p>	<p>Literacy: Assessment objectives Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.</p>	<p>Literacy: Assessment objectives Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.</p>	<p>Literacy: Assessment objectives Key words explored via steps 6 and 7. Key words used religiously throughout lessons with learners applying them within their work and daily actions.</p>	
<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	
<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	<p>SLC / Oracy: Reading aloud artists information/ processes / questions. Class discussions about themes, processes, context and ideas.</p>	



Art and Design
Trinity Academy New Bridge

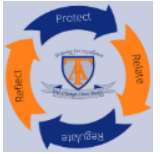


Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

Think, Pair, Share.	Think, Pair, Share.	Think, Pair, Share.	Think, Pair, Share.	Think, Pair, Share.	
Assessment: Formative: Questioning Retrieval practice Peer assessment through critique of work Summative: Review of folder assessed against the four assessment objectives	Assessment: Formative: Questioning Retrieval practice Peer assessment through critique of work Summative: Review of folder assessed against the four assessment objectives	Assessment: Formative: Questioning Retrieval practice Peer assessment through critique of work Summative: Review of folder assessed against the four assessment objectives	Assessment: Formative: Questioning Retrieval practice Peer assessment through critique of work Summative: Review of folder assessed against the four assessment objectives	Assessment: Formative: Questioning Retrieval practice Peer assessment through critique of work Summative: Review of folder assessed against the four assessment objectives and assessed against AQA marking criteria	
Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles	Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles	Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles	Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles	Real World Links / Careers: British Values – Democracy- Leadership and accountability Joint decision making Receiving and giving feedback Respect and Tolerance Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others. Rule of law- Agreed ways of working and codes of conduct Individual liberty- Personal development, values and principles	



Art and Design
Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	<p>SMSC- Spiritual</p> <p>ability to be reflective about their own belief's knowledge of, and respect for, different people's faiths, feelings and values</p> <p>use of imagination and creativity in their learning</p> <p>Moral</p> <p>ability to recognise the difference between right and wrong</p> <p>interest in investigating and offering reasoned views</p> <p>Social</p> <p>use of a range of social skills in different contexts</p> <p>mutual respect</p> <p>Cultural</p> <p>understanding and appreciation of the wide range of cultural influences</p> <p>willingness to participate in and respond positively to artistic opportunities</p>	
---	---	---	---	---	--



Art and Design Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

--	--	--	--	--	--